



# Cedars Manor School



## Equality Information & Objectives Policy

*“Everyone is an insider, no matter what their beliefs, whatever their colour, gender or sexuality” Desmond Tutu (2004)*

<b>Approved by:</b>	Governors	<b>Date:</b> November 2022
<b>Last reviewed on:</b>	November 2022	
<b>Next review due by:</b>	November 2026	

*The Cedars Manor community believes that together, we will prepare each and every child for a bright future in an ever-changing world. We believe that by planting the seeds for a successful future our children, staff, parents and community can achieve educational excellence and shape the future through our 'B' values:*

***Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous***



**Contents**

1. Aims ..... 3

2. Legislation and guidance ..... 3

3. Roles and responsibilities ..... 3

4. Eliminating discrimination..... 4

5. Advancing equality of opportunity ..... 4

6. Fostering good relations..... 4

7. Equality considerations in decision-making ..... 5

8. Equality objectives ..... 5

9. Monitoring arrangements ..... 7

10. Links with other policies ..... 6

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Amin. They will:

- Meet with the designated member of staff for equality twice a year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. The school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **8. Equality objectives**

#### **Objective 1**

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective:

Cedars Manor School sits in the heart of a diverse community and has a staffing team that should reflect the community and pupils we teach.

To achieve this objective, we plan to:

- Analyse current recruitment data for possible trends and report to governors yearly
- Review branding including website in relation to how we promote ourselves as a school and a place to work
- Review adverts, questions and interviewing

Progress we are making towards this objective:

### **Objective 2**

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

There are a high number of staffs with a range of longer term health needs with no consistent attention to their needs or paperwork or Occupational Health advice to support the school in assessing their needs and possible necessary adjustments.

To achieve this objective, we plan to:

- Review staffing needs
- Referrals to OH for all staff with long term health needs and act on advice
- Risk assessments in discussions with staff to be produced
- Recording of reasonable adjustments

Progress we are making towards this objective:

### **Objective 3**

Ensure that all children leave Cedars Manor School happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

Why we have chosen this objective:

It is important that we create a whole school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective SMSC (spiritual, moral, social and cultural) and character education.

To achieve this objective, we plan to:

- Implement the 'No Outsiders' approach to teach the Equality Act (2010) in primary schools to support school to provide a whole school approach that promotes and celebrates difference and diversity.
- Provide teachers with a curriculum and resources to teach the Equality Act (2010).

Progress we are making towards this objective:

### **Objective 4**

Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic

Why we have chosen this objective:

The gap between identified groups and their peers continues to widen across the school.

To achieve this objective, we plan to:

- Develop and implement innovative strategies and high quality first teaching informed by research practice

***Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous***

- Ensure high quality first teaching - Lesson Study focus
- Allocate additional support / intervention according to need determined by progress rates, audit of needs
- Track progress half termly and termly
- Identify barriers to learning
- Deliver specific interventions where necessary
- Enrichment and engagement activities
- Focussed staff CPD
- Utilise expertise from outside school – learning hubs, counselling staff
- Pupil Premium Strategy
- EAL action plan
- SEND action plan
- Termly RAPs
- Poverty proofing action plan – SEND parent engagement focus

Progress we are making towards this objective:

### Objective 5

Maintain our whole school approach to inclusion which reflects our ethos and beliefs Why we have chosen this objective:

To achieve this objective, we plan to:

- Review Accessibility Plan
- SEN CPD
- Effective TAs

Progress we are making towards this objective:

## 9. Monitoring arrangements

The Curriculum, Inclusion and Achievement Committee of the governing board and the headteacher will update the equality information we publish, described in sections 4 to 7 above at least every year.

This document will be reviewed by The Curriculum, Inclusion and Achievement Committee of the governing board and the headteacher at least every 4 years.

This document will be approved by The Curriculum, Inclusion and Achievement Committee of the governing board and the headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Pupil Premium Plan
- Managing Medical Conditions policy
- SEND Policy

***Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous***

## ***Planting the Seeds for a Successful Future***



- Anti-Bullying Policy
- Safer Recruitment Policy

***Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous***